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ABSTRACT

Developed by experienced migrant education teachers using several Sight and Sound Program concepts, this volume presents approximately 120 predrafted individual short-term Plan/Records for secondary level students in the subject area of United States history, and step-by-step directions for their use by Oregon resource teachers, secondary classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using available information, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and any relevant comments, forming the record portion of the Plan/Record. Topics of the history Plan/Records include acquaintance with the globe, explorations of Vasco de Gama, colonial concept of education, events leading to the American Revolution, battles of the War of 1812 and the Civil War, the Industrial Revolution, Abraham Lincoln's Reconstruction plans. (NEC)

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PREDRAFTED INDIVIDUAL SHORT - TERM PLAN/RECORDS

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HISTORY

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PREDRAFTED INDIVIDUAL SHORT-TERM PLAN/RECORDS

DIRECTIONS FOR RESOURCE TEACHERS, TEACHERS AND AIDES

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September 1981

FUNDED BY
OREGON ESEA
I-M PROGRAM

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced four years ago. It is currently being used in various areas of the state. In this approach the teacher assumes that the student will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous students with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any student who had the particular need addressed by an objective. A group of five experienced migrant education teachers who had made extensive use of Individual Short-term Plan/Records and Sight and Sound

was brought together to generate pre-drafted Plan/Records to cover situations which they felt were frequently encountered with active migrant children.

It was believed that Individual Short-term Plan/Records could be developed in the secondary level by using several Sight and Sound Program concepts. Various program concepts were chosen and the development of Individual Short-term Plan/Records in these areas began. The areas chosen were Communication Arts, Government, History, Mathematics, and Science.

The area of Personal Finance was also developed, despite not being a Sight and Sound concept. Because of the requests and necessity to produce this subject area, it was only appropriate to develop it at this time.

The Individual Short-term Plan/Records in this booklet will contain these areas:

- Communication Arts
- Government
- History
- Mathematics
- Personal Finance
- Science

In several plans, corresponding Sight and Sound concept numbers are listed to show the linkage of Short-term Plans to Sight and Sound concepts. This will greatly benefit the users of both the Sight and Sound Programs and Individual Short-term Plan/Records Project. In addition, to further combine programs and to have a flow of continuity, some of the Math programs will have Skills List numbers. The Skills List numbers are to be used for whatever purposes and in whatever ways are designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Mr. Dan Santos of that office, phone 378-6853.

Several classroom teachers are to be acknowledged for their line efforts in developing these Individual Short-term Plan/Records. Almost all have had experience in writing single concept programs and have authored various Sight and Sound

programs. These people are Barbara Griffin of Sprague High School who wrote all of the Communication Arts plans; Maria Hinojosa of Marion County was responsible for writing the Government and History plans; Robert Dedrick of Silverton Union High School developed the Mathematics plans; Jinny Carter of McKay High School wrote the Personal Finance plans; and James Brueckner of Silverton Union High School wrote the Science Programs. Technical assistance and coordination of the secondary level programs was performed by Merced Flores, M.E.S.C. Secondary Curriculum Development Specialist. Bill Savard of the Northwest Regional Educational Laboratory served as a consultant. A special thanks goes to Doreen Lucero and Gayle Jolliffe who spent many hours typing these Short-term Plans.

Directions for Resource Teacher:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using either the loose-leaf reproducible version or the bound booklet version of the pre-drafted Individual Short-term Plan/Records.

In order to use the loose-leaf version you will need access to a xerox or other easy to use duplicating machine to replenish your initial stock of pre-drafted Individual Short-term Plan/Records. Your initial stock consists of 10 copies of each Plan/Record. Whenever your stock drops to three or less copies of any one Plan/Record simply xerox the required number and put them into the correct place in your folder.

Step I

Carefully review the entire set of pre-drafted Plan/Records. Being thoroughly familar with the content will greatly increase your ability to use them efficiently. Remeber, these pre-drafted Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill out the rating form on the back of each one. Then collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Students:

As a classroom teacher you will most likely be using the bound booklet version of the pre-drafted Individual Short-term Plan/Records, UNLESS you work under the direction of a resource teacher and a decision has been made to try the loose-leaf version. The content of both versions is the same. We are trying both in different locations so as to learn the advantages of the different formats. The following directions apply to the bound booklet version.

Step I

Carefully examine each of the six booklets (Communication Arts, Government, History, Mathematics, Personal Finance, and Science) to become thoroughly familiar with their content. If a child has educational problems in either of these areas, select the appropriate booklet(s) and enter his name and other identifying information on the cover. The Plan/Records in the booklets are arranged roughly in order of difficulty but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these students need many skills. Our task for the moment is to find one or more appropriate tasks he needs to undertake now and to get underway with it immediately. As these tasks are completed another can be started.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the student. After talking with the student select a sheet near the front of the booklet. Informally test him against the criterion statement. If he accomplishes it easily, try something considerably more difficult from the back of the booklet, if that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get under way with the activities.

Step IV

At the end of the designated time period, or sooner if the student seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the student participated out of the total actual school days in the planned period. Then fill in the rating form on the back of the Plan/Record.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he absent so much that he could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so simply write directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are provided at the back of the booklets. It is suggested that you gain some experience with the pre-drafted Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Accumulate the completed Plan/Records by leaving them right in the booklets. Keep the booklets even if the student leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

Sources

Many of the sources you may want to use are listed or attached on the Individual Short-term Plans. Since many of the plans were developed to go along with the Sight and Sound filmstrip/cassette program, you may want to use or acquire these programs. Sight and Sound Program information is available by calling Merced Flores at 378-6853. Do not feel obligated to use the listed materials. These are only suggestions.

HISTORY

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U. S. History Sight & Sound 10.6.1.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the idea of a "Time line."

Activities: What will be done, when, how much (time), by whom?

1. Initiate a discussion with the student where he/she recalls important events in his/her life. Birth, change of residence, a happy event, etc.

   a) Ask: "What would it be like if, you did not know when you were born?"
   b) Have the student arrange the events in order. Discuss the word, "chronology."
   c) Have the student tape together several pieces of paper to make one long strip. Write down and mark important events, include dates.
   d) Display the "Time line" on the bulletin board and add to it periodically.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will actively participate in the activity and be able to define the word chronology.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U. S. History Sight & Sound 10.6.1.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with the world globe.

Activities: What will be done, when, how much (time), by whom?

1. The student should be encouraged to freely handle a world globe.

   a) General review: point out the continents. Point out the oceans. Help the student locate his place of residence on the globe.
   b) Encourage the student to refer to a world globe everytime any type of geographical reference is made in any history lesson. The main idea is to instill in the student the desire to readily refer to a world globe with ease.
   c) Encourage the student to freely "study" the globe. Ask, why are some labels written in larger print than others?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to locate his/her place of residence on a world globe and name the continent.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound 10.6.1.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the events which led up to the explorations of the New World.

Activities: What will be done, when, how much (time), by whom?

1. Provide the students with ample reference materials on the Norsemen (Vikings). Fictional historical novels work well.

   a) Have the students locate and trace the route it is thought the Norsemen used on their voyage to North America. Use a world globe or world map.

2. Provide the students with materials to create a bulletin board on the Norsemen in the Americas. Use butcher paper, opaque projector, colored markers. Use cut out illustrations from old National Geographic magazines of the islands in North America where it is believed the Norsemen landed.

   a) Instruct the students to put captions, titles, and descriptions on their drawings or illustrations. Students could also write "eye witness" accounts of what the Norsemen may have encountered on their voyage.

3. Discuss how the Norsemen influenced later explorations.

NOTE: This project could be done by an individual by making a scrapbook.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the significance of the Norsemen's voyage to North America.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound 10.6.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the three main reasons for the European Crusades.

Activities: What will be done, when, how much (time), by whom?

1. Discuss the three main reasons for the Crusades: religious, economic, and expansion.

   a) Instruct the student to take a position as a crusader that is enlisting others to travel east and join the crusades. The student may create a banner stating his cause, whether it be as a merchant, a religious believer, or a peasant seeking to better his lot.
   b) A position paper may be written OR:
   c) Student may make an oral presentation.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least two reasons for the onset of the Crusades.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound 10.6.3.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the Time Period in European history known as the Renaissance.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

Renaissance - A word derived from a French verb meaning "to be born again" this term is given to the period of European History between medieval and modern times. During this time the Greek and Roman civilizations went through tremendous changes in science, art, religion, politics, literature and economic development.

Time Period - there are various ideas as to when the Renaissance began or ended but it is generally agreed that it covered the period of approximately between the middle of the 14th and the middle of the 16th centuries.

ACTIVITY:

1. Assist the student in defining the above terms by locating them in an Encyclopedia or history textbook.

   a) Discuss - the terms, rebirth, reawakening.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term "Renaissance" and place it in its proper time period.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.3.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?
Through a study of Renaissance Art, the student will be able to understand that the Renaissance era (14-16th centuries) was a reawakening of European culture.

Activities: What will be done, when, how much (time), by whom?

REVIEW: Definition of the term "Renaissance," a word derived from a French word meaning "to be born again."

DEFINITIONS:

"Renaissance Art" - The visual expression of the changes in feelings and the new movement of ideas that took place in Italy in the early 15th century. In the beginning it was centered in Florence but later spread and eventually Rome and Venice became important centers.

Early Renaissance - Donatello, his earliest achievement the statue, "St. George."

High Renaissance - the imitations of the great examples of ancient sculpture and the portrayal of the individual, reached a climax.

Michelangelo - "Pieta", "David", the frescoes in the Sistine Chapel.

Leonardo da Vinci - the "Last Supper", "Mona Lisa."

Raphael - his famous Madonnas.

Titian - from Venice, "Madonna of the Pesaro Family", "Assumption."

ACTIVITY: Help the student locate a book on Renaissance Art; help him/her locate pictures of the famous works for each of the above mentioned artists. Ask if they have ever seen copies or replicas of those works. Discuss what is meant by a copy.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least two artists of the Renaissance Era and one work for each artist.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.3.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Through a study of Leonardo da Vinci, the student will understand that the Renaissance era (14-16th centuries) was a reawakening of European culture.

Activities: What will be done, when, how much (time), by whom?

REVIEW: Definition of the term "Renaissance."

DEFINITIONS:

Leonardo da Vinci 1452-1519, considered a classic example of the men of the renaissance; he was not only a scientist but an artist as well. His famous works include the Last Supper and the Mona Lisa. In science, da Vinci was so ahead of his times that his ideas for machines had to wait until the 20th century for full development. His notebooks and sketches include a plan for a flying machine.

ACTIVITY:

1. Assist the student in locating a biography of Leonardo da Vinci.

   a) Have the student write or tape record an interview with Leonardo da Vinci where he will include such information as; place of birth, where he was educated, ideas for inventions, and works or art.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give a brief account of who Leonardo da Vinci was and list at least two famous works.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U. S. History **Sight & Sound** 10.6.3.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Through a study of Copernicus, the student will be able to understand that the Renaissance era (14-16th centuries) was a reawakening of European culture.

Activities: What will be done, when, how much (time), by whom?

REVIEW: the definition of the term "Renaissance," a word derived from a French word meaning "to be born again."

DEFINITIONS:

Ptolemaic system - the then accepted theory of the Universe propounded by ptolemy in 2nd century A.D. stated that the universe was geocentric.

Geocentric theory - the theory that the Universe was earth-centered and all of the heavenly bodies revolved around the earth.

Copernicus - (1473-1543) born in Poland, he studied the original texts of ancient astronomical doctrines, and he continued to investigate existing theories of astronomy. He formulated his own theory which was helocentric or sun-centered. He stated that the earth and other planets revolved around the sun.

ACTIVITIES:

1. After assisting the student to define the above terms:

   a) Discuss the difference between the geocentric and the heliocentric theory.
   b) Discuss the root words geo and helio.
   c) Have the student make a drawing of the earth and the planets according to both theories.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will be able to identify the Polish astronomer, Copernicus.
2. The student will be able to make a drawing of the earth and planets according to the Copernican Heliocentric theory.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn about the early contributions by Marco Polo to the field of Exploration.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

Marco Polo - 13th century, an explorer from Venice, traveled overland to China. He spent almost a quarter century in Asia. He learned a great deal about China's customs, history, inventions, and geography. While in prison in Genoa, he dictated his adventures to a fellow prisoner. As a result, the world was left with an account of his experiences. The book is entitled "Travels of Marco Polo." The account generated much interest in the field of exploration. It helped to stimulate the quest for a sea route to the Orient.

ACTIVITY:

1. Encourage the student to further research the topic of Marco Polo's travels.

2. After gathering information about 13th century China;

   a) create a small journal about what Marco Polo may have seen during his travels.
   OR b) make a comparison of life in Europe as opposed to life in China during the 13th century.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to explain why Marco Polo's travels generated much interest in the field of exploration.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10 6 5 1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn about the contribution of Christopher Columbus to the exploration of the New World.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

New World - a term given to the North and South American Continents by the European explorers.

Old World - A term used to designate mainly the European Continent.

Christopher Columbus - A Portuguese explorer that developed the notion of reaching the East Indies by sailing West. The Portuguese King refused to finance his voyage, so he petitioned the King Ferdinand and Queen Isabella of Spain. They granted him the money and provided him with three ships (the Nina, Pinta, and the Santa Maria).

October 12, 1492 - Columbus lands in the New World. Thinking he has landed in the East Indies; he names the natives, "Indians." Upon his return the King and Queen are quick to claim the new lands for Spain.

ACTIVITY:

1. Have the student chart Columbus' first and subsequent voyages to the New World on a map. Use different colored markers.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to answer the following questions correctly:

1. Why did Columbus sail for Spain?
2. On what day did Columbus land in the New World?
3. Why did Columbus name the natives "Indians?"

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.5.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Through a study of Amerigo Vespucci the explorer, the student will develop the skill of using a historical atlas.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

Amerigo Vespucci - a businessman from Florence, Italy. He was also a navigator and cartographer. There is much uncertainty about the number of voyages he made, but he, like Columbus also sailed for Spain. His voyage took him to South America where the Amazon River was discovered. He is credited for recognizing that the New World was a continous continent. Because of this a certain geographer who was marking the new discoveries on a map applied the name of "America" to part of South America. Before long it spread to both continents.

TERMS TO DEFINE: Cartographer, Navigator

ACTIVITY:

1. Introduce the student to a Historical Atlas.

   a) Encourage the student to locate a copy of a 15th Centry map of the New World.
   b) Have the student compare it to a present day map of the North and South American Continents.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to note at least two similarities and differences between a 15th century map of the New World and a present day map of the Americas.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.6.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Through a study of Prince Henry the Navigator, the student will understand the contributions of Prince Henry to the field of navigation and exploration.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

Prince Henry the Navigator - The son of King John I of Portugal, Prince Henry never really navigated at sea but he set up a headquarters for exploration knowledge and techniques. Around 1415 he decided to promote systematically the finding of new sea routes. He conceived the idea of sending ship after ship down the West coast of Africa. Eventually this led the Portuguese around the Cape of Good Hope to India.

TERMS TO DEFINE: Navigation, mariner

ACTIVITY:

1. Locate the Cape of Good Hope
2. Refer to different encyclopedias and reference books and find sketches of early 15th century mariner's navigational tools and maps.
3. For fun, who invented the compass?
4. Make a home made compass - take a magnetized sewing needle, set it through a cork and allow it to float in a pan of water.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list Prince Henry the Navigator's main contribution to the field of navigation in the 15th century.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.6.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to discuss the contribution that Bartholomeu made to the field of exploration.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

The first European (Portuguese) to round the Cape of Good Hope (tip of Africa) was Bartholomeu Dias (1488). Dias was one of Prince Henry's navigators.

ACTIVITY:

1. Using a historical atlas direct the student to locate the route used by the explorer Dias when he sailed around the Cape of Good Hope.

   a) Pose the questions:

   - What other exploration is Dias noted for?
   - How did this voyage affect future voyages to India?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to cite one voyage made by the Portuguese explorer Bartholomeu Dias.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.6.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the explorations of the Portuguese navigator, Vasco de Gama.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

Vasco de Gama (1497-1499) - Was another of Prince Henry's navigators. He was the first European to sail around the Cape of Good Hope at the tip of Africa and all the way to Calicutt on the Malabar Coast. This resulted in opening up the Spice Trade for Portugal.

ACTIVITY:

1. Using a historical Atlas direct the student to locate the route used by the explorer Vasco de Gama to reach the Malabar Coast.

   a) Locate the Malabar Coast.

2. Define the term "Spice Trade."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Given a map of Europe and Africa, the student will be able to trace the voyage of Vasco de Gama to the Malabar Coast.
2. The student will be able to discuss the significance of this voyage.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.7

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to discuss the significance of the voyage of Ferdinand Magellan, namely circumnavigation of the earth.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

Ferdinand Magellan - Portuguese navigator and explorer. After having found disfavor with the Portuguese crown (government) Magellan shifted his allegiance to Spain. King Charles V supported his project of finding a passage through South America to the Pacific as a new approach to the Orient. He was the first to circumnavigate the world. (His voyage took three years, 1519-1522.) His voyage brought a climax to the Age of Discovery. It gave the European an idea of the size of the Earth.

ACTIVITY:

1. Magellan's voyage took him to the Islands of Guam and the Phillipines. Ask the student, "What do you think life was like on these Islands when Magellan arrived there?"

2. Help the student locate reference books about the Islands.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to discuss what Magellan's circumnavigation of the earth meant to the exploration of the New World.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.8.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the reasons for Spanish exploration of the New World.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

After the first voyage of Columbus to the New World, the Spanish crown devoted much time and energy into exploring the New World. There were several reasons for this:

1. There was thought to be a water passage way between the Atlantic and Pacific Oceans found in the area of Mexico.
2. The gold which Cortez had encountered in the Aztec empire in Mexico lured Spanish explorers to the New World.
3. The Spanish had a missionary spirit to convert the Indians to Christianity.

ACTIVITY:

Vocabulary:
Crown - a term applied to the government of a country ruled by a monarchy.
Christianity - devotion, faith, or religion dedicated to Jesus Christ.
Missionary - a person sent out by his church or country to preach and teach in a foreign country.
Cortez - a Spaniard that explored what is now Mexico. He was able to topple the mighty Aztec Empire (1519).
Aztec Empire - the empire controlled and established by the Aztec Indians with its capital (Tenochtitlan) in the Valley of Mexico. The seat of this empire is now present day Mexico City. The empire was ruled by Moctezuma Ilhuicamina II. Spain's control of this Mexican empire had a significant influence on the rise of Spain as a major political power in the

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list and describe two reasons for the exploration of the New World by the Spanish.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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16th century. Spain became a rich nation.

ACTIVITY:

1. Help the student obtain pictures of the Aztec capital city, Tenochtitlan. (National Geographic 1968 or December 1980)

   a) Why was this city dubbed the "Venice" of the Americas?
   b) What was the "Stone of the Fifth Sun?"

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Content Area U.S. History Sight & Sound 10.6.8.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the exploration and subjugation of Mexico and the Aztec Empire by Hernán Cortez.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

As a result of Columbus' voyage to the New World; Spain, became a leader in the exploration of the New World. Perhaps one of the most important to Spains control of the New World were Hernán Cortez and Fernando Pizarro.

Hernán Cortez - explored and eventually conquered Mexico. He led a Spanish army into the heart of the Aztec Empire and in a bloody battle was able to take control of the capital city, Tenochtitlan, and take its leader, Moctezuma as his prisoner. This opened the door for other Spanish explorers to push their way through north into what is now the Southwest region of the United States.

Moctezuma - Emperor of the Aztecs, he was taken prisoner by Cortez and eventually killed.

Cuitlahuac - formidable military commander of the great Aztec army, he was struck by small pox (which was a disease introduced by the Spanish to Mexico) and died. There is a monument erected to him in Mexico City. His death contributed to the easy defeat of the Aztec army.

DISCUSSION:

There is no monument to Hernán Cortez in Mexico. Why would this be?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to discuss the significance of the conquest of Mexico and its contribution to the Spanish colonial empire in the New World.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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ACTIVITY:

For two different accounts of the conquest of Mexico, obtain copies of The Conquest of Mexico, Bernal Diaz del Castillo; considered a Spanish account and Broken Spears a collection of Aztec Chronicles translated by Miguel Leon Portilla. Compare the two accounts.

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Content Area U.S. History Sight & Sound 10.6.8.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the contributions of the Spanish Colonial Empire to the New World.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

After Spain lost most of its sea power as a result of the defeat of the Spanish Armada in 1588, she eventually lost some of her territory too. But Spain contributed much to the New World. These contributions were in the areas of:

Language
Architechture
Religion
Agriculture
Livestock

ACTIVITY:

Assist the student in making a chart with the title "Spanish contributions to the New World." Draw five boxes with arrows pointing to the title. Fill in each box with one of the above headings.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list five areas in which the Spanish made contributions to the New World.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History **Sight & Sound** 10.6.8.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the contributions of the Spanish Colonial Empire to the New World. (Language)

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

After Spain lost most of its sea power as a result of the defeat of the Spanish Armada in 1588, she eventually lost some of her territory too. But Spain contributed much to the New World. One area where Spain contributed was, language.

ACTIVITY:

1. Using an opaque projector or tracing paper, an Atlas and coloring pencils or markers; make a map of the New World. Color in the countries which are predominantly Spanish speaking.

2. Locate these words in a Spanish-English dictionary: plaza, mesa, lasso, rodeo, chaps, reata, fiesta, bronco, patio, pueblo, presidio, rancho, sierra, corral, taco.

   a) Discuss how often they are used in the English language.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to cite at least five countries in the Americas where Spanish is the dominant language.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound 10.6.8.5

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the contributions of the Spanish Colonial Empire to the New World. (Religion)

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

After Spain lost most of its sea power as a result of the defeat of the Spanish Armada in 1588, she eventually lost some of her territory too. But Spain contributed much to the New World. One area where Spain made a great contribution to the New World was in religion.

ACTIVITY:

1. Locate information on world religions. What percentage of the Americas practice the Roman Catholic faith?

2. Make a map labeling the various missions built by the Indians under the direction of the Spanish.

SUGGESTED SOURCES:

The Golden Era of the Missions 1769-1834; Paul Johnson Chesley Bonestell, Chronicle Books, San Francisco; 1974.

A Mexican American Source Book; Feliciano Rivera, Educational Consulting Associates, Menlo Park California, 1970.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to explain the Spanish influence and contribution to New World in the area of religion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.8.6

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the contributions of the Spanish Colonial Empire to the New World. (Architecture)

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

After Spain lost most of its sea power as a result of the defeat of the Spanish Armada in 1588, she eventually lost some of her territory too. But Spain contributed much to the New World. One area where Spain made a great contribution to the New World was in architecture.

ACTIVITY:

1. Locate and study illustrations of these buildings,

   a) the great Cathedral (Mexico City)
   b) the California missions

2. Using magazines such as "Sunset" cut out pictures of modern day buildings and homes that have definite Spanish influence.

3. The oldest city in the Americas was built by the Spaniards. Name and locate this city.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will complete a scrapbook of illustrations of architecture with Spanish influence.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.8.7

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the contributions of the Spanish Colonial Empire to the New World. (Livestock)

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

Before the Spaniards came to the New World, the Native Americans there had no beasts of burden. The Spaniards brought horses, sheep and cattle from the New World. The Spaniards were the first cowboys in the Southwest.

DEFINE THESE TERMS: Beast of burden, mesteno, lasso, chaparreras

ACTIVITY:

The Spanish depended much on the horse for his travels of exploration in the Southwest.

1. Gather information about the horse the Spaniard brought over because it could travel long distances without water. What was it called?

2. Locate information about the expedition of Juan de Onate. What did he take on his expedition?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least two contributions that the Spaniards made to the New World in the area of livestock.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.8.8

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the contributions of the Spanish Colonial Empire to the New World. (Agriculture)

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

Prior to the coming of the Spanish to the New World, the Native Americans (Indians) of Mexico (mesoamerica) possessed a very advanced form of agriculture. The knowledge and skills in Agriculture were widespread and the Indians of the Southwest were able to farm very successfully in the desert. The Spanish improved farming by introducing plows, hoes, spades, and beasts of burden. They brought these trees: peach, fig, lime, pear, walnut, orange, apple, olive, lemon, and almond. They planted: grapes, cotton, wheat, and strawberries.

1. Make a chart with three columns entitled food, Spanish, other.

   a) Have the student list all of the foods they ate the previous day.
   b) Classify the foods according to who brought them to the New World.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given a list of 25 food items the student will be able to identify at least ten foods that were introduced by the Spanish to the New World.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.9.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The students will be able to explain why France's attempts to colonize the New World, were unsuccessful.

Activities: What will be done, when, how much (time), by whom?

TERMS DEFINED:

Explorers - by 1700, Jacques Marquette, Louis Joliet, and Robert de la Salle had explored much of the Mississippi River System for France.

New France - French claims in North America included the vast semicircular region comprising the St. Lawrence Valley, the Great Lakes, and the Mississippi Valley.

Fur trade - because of the rivers and lakes, the French were able to carry on a profitable fur trade.

Reasons for failure - 1) lack of population, 2) shortage of investment capital, 3) lack of skilled labor, 4) troubles with the Indians.

ACTIVITY:

Using an opaque projector, draw a map of the U.S., color the lands which France claimed, blue. Label the cities of Quebec, and New Orleans. Label the Great Lakes and the Mississippi River.

READ - the poem by Henry Wadsworth Longfellow; "Evangeline." What is the setting of this poem? Evangeline and the Acadians, Tallant Robert; tells of the displacement of the French colonists from Nova Scotia by the English.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a map of the U.S. the student will be able to shade in the area known as "New France" and list one reason for Frances' failure at colonization in the New World.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.9.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the principal figures and locations of the French and Indian War.

Activities: What will be done, when, how much (time), by whom?

TERMS TO DEFINE:

Using a history text, encyclopedia, or any other historical reference book define these terms.

French and Indian War
Lieutenant Colonel George Washington
Fort Necessity
General James Wolfe
Fort Duquesne
General Braddock
General William Pitt
Treaty of Paris 1763

ACTIVITY:

1. Using an opaque projector or tracing paper, have the student draw a map of the U.S. and Canada. Direct the student to label these places on the map.

Ohio River
Quebec
Appalachian Mountains
Fort Necessity
Fort Duquesne (Fort Pitt)
Ohio Valley
The Great Lakes
Montreal

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of terms to define taken from the above listed activity, the student will identify at least 80% of the total.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound 10.6.9.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn how as a result of the French and Indian War France lost her Colonial Empire in the New World.

Activities: What will be done, when, how much (time), by whom?

ACTIVITY:

1. Direct the student to locate a map of the U.S. and Canada as it was during the 16th century. Use a history textbook, encyclopedia, or a historical atlas.

   a) Copy or trace the map two times. Label one map "Before the French and Indian War," label the other map "After the French and Indian War."
   b) On one map shade in the French and British territorial possessions before the war.
   c) On the other map shade in the British territorial gains as a result of the French and Indian War.
   d) Discuss and compare.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the colonial territories which France lost as a result of the French and Indian War.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.10

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will list two reasons why compared to Spain, England was late in establishing colonies in the New World.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

Political turmoil - the crowning of Elizabeth I in England brought an end to the political troubles which prevented any real efforts at colonization.

Religious troubles - the creation of the Protestant church in England stopped many of the religious problems.

The settlement of these problems made it possible for colonization.

ACTIVITY:

Draw a chart listing the countries of Spain, England, and France. List at least two cities or colonies established by each and the year they were established.

Locate the words Roanoke and Croatoan in the Encylopedia, History textbook or Dictionary. Have the student write a short paragraph describing the mystery of Roanoke Island. Have him/her write down their thoughts about what they think happened.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list one reason why England was late in establishing colonies in the New World.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.11

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with some different forms of Colonial literature.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

Colonial writers wrote of practical matters. Writing for entertainment was not accepted. Colonial literature can be broken down into two categories: 1) religious and 2) writers describing their experiences in the New World. The Puritan Bible the "Holy Common Wealth" is a good example of religious colonial literature. It said that to be a leader in the state you had to be a leader in the church. Many New England clergymen delivered sermon's about religion, science, history and witchcraft. These later became part of the colonial literature. The first book published in the colonies was the Bay Psalm Book 1640. Cotton Mathers is also well known for his religious writings. A good example of personal writings is Benjamin Franklin's Autobiography. Franklin also published "Poor Richard's Almanac" a colonial yearly publication.

ACTIVITY:

Help the student obtain a copy of "Poor Richard's Almanac." What kind of information did it contain?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe by giving two details; colonial literature.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.12.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the early forms of colonial government.

Activities: What will be done, when, how much (time), by whom?

1. List the various form of government in the colonies.

   a) Royal Colony
   b) Proprietary Colony
   c) Corporate Colony

2. Make a chart with three columns. Label one column, Royal Colony, another column, Proprietary Colony, and the last column, Corporate Colony.

3. Identify which colonies were Royal Colonies, which were Proprietary, and which were Corporate colonies.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of the 13 colonies, the student will be able to identify whether it was a Royal, Proprietary or Corporate Colony.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound 10.6.12.2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

THe student will become acquainted with a corporate colony.

Activities: **What will be done, when, how much (time), by whom?**

BACKGROUND:

In a corporate colony, a joint-stock company was granted a charter to colonize by the King. Several people would invest in the company. Everyone was entitled to share in any profits the company made.

DEFINE: Grant, charter, joint-stock company, corporate, corporation, stocks.

Students may form a corporation. Buy stocks, write up an agreement, recruit colonists by putting out "flyers" or announcements, devise maps of regions to be colonized and make plans and decisions as to how they will make their colony prosper.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to define the term "corporate colony" and discuss the formation of one.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound 10.6.12.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with a Royal Colony.

Activities: What will be done, when, how much (time), by whom?

> and further. . . we (James, King of England) do . . . Give and grant full Power and Authority to our said Council . . . to nominate, make, constitute, ordain, and confirm, . . . all . . . Governors, officers, and ministers, which already have been made as also which hereafter shall be by them thought fit and needful to be made used, for the Government of the said Colony and Plantation: And also to make, ordain and establish all manner of Orders, Laws, Directions, Instructions, Forms, and Ceremonies of Government and Magistracy, fit and necessary, for and concerning the Government of the said Colony and Plantation;. . .*

The above is an excerpt from the second charter of the Jamestown, Virginia settlement founded in 1607.

FOR DISCUSSION:

1. Review the list of Royal Colonies.
2. Who gave the power to govern to "our said Council?"
3. What were some of the powers granted to the council?

* Foundations of Freedom U.S. History to 1877 Doubleday Inc. Illinois, 1973.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the source of power for a Royal Colony.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.12.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with a proprietary colony.

Activities: What will be done, when, how much (time), by whom?

1. Direct the student(s) to write a description of a proprietary colony.
2. Provide a student with a list of terms to be used in the description: Royal grant, proprietor, governor, councillors.
3. Have the student include a list of the seven proprietary colonies.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe how a proprietary colony was formed.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.13.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the livelihood of the British Colonies in the New World.

Activities: What will be done, when, how much (time), by whom?

1. Direct the student to make a chart with a column listing "New England Colonies," "Middle Atlantic Colonies," and "Southern Colonies." Make several columns with the headings agriculture, lumbering, shipbuilding, fishing industry.

2. Place a "1" in the column of the most important livelihood activity, a "2" for the 2nd most important livelihood activity, and a "3" for the third most important livelihood activity for the Southern, New England, and Middle Atlantic Colonies.

3. Use economic maps that show crops, land use, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list the most important livelihood activity for the New England, Middle, and Southern Colonies.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound 10.6.13.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the colonial way of life. Social structure.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

By the end of the 1760's colonists from one end of the colonies to another were beginning to view themselves as Americans.

TERMS TO DEFINE: Southern Planters, Townspeople, African (negroe) slaves, Frontiersmen, Pioneer farmers, Indians.

ACTIVITY:

1. Students pick one group of people and put together an informational pamphlet, including way of life, their main occupations, manner of dress, and where they lived.

2. If possible, obtain a copy of Benjamin Franklin's Autobiography. Look for information on any of these groups of people.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to report on one of the following: a Southern planter, Frontiersmen, Townspeople, Pioneer farmer, African slave, Indian.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.13.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the colonial system of indentured servants.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

Indentured servants came to America in great numbers.

1. Define the term "indentured servants"

   a) instruct the student(s) to locate information on indentured servants.
   b) the students may then draw up a "contract" or agreement where an indentured servant is brought to the colonies in exchange for a certain amount of work for a certain period of time. Students may choose to play the part of the servant or the contracting agent.

2. Read a book about a young boy that came to the U.S. as an indentured servant, Muskets Along the Chickahominy; Finney, G.E.B.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term "indentured servants."

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.14.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the colonial social classes.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

The colonial class structure developed into a three class society with an additional sub-class.

TERMS TO DEFINE: Upper class, Middle class, Lower class, Social class, Sub-class, Merchants, Professionals, Class structure, Status, Clergy

ACTIVITY:

1. Using either butcher paper or tagboard; instruct the students to draw a large pyramid. Write the heading, "Social Classes in Colonial Days."

   a) draw and cut out "people" or colonial figures, label the cards or figures individually using these labels: Wealthy planters, Small merchants, Small tradesmen, Merchants, Planters, Hired hands, High government officials, Lesser professional men, (Indentured servants), Clergy, Small farmers, Slaves.

   b) Students will paste or pin the figures in the social ladder.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of social class members, the student will be able to identify them as upper, middle, lower, or sub-class.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound 10.6.14.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the social interaction within the colonies.

Activities: What will be done, when, how much (time), by whom?

1. The students will put together a colonial newspaper.

   a) Name the Newspaper (suggestion: Colonial Gazette)
   b) Using an opaque projector, trace copies of colonial people. Make extra note of their clothing.
   c) Paste the sketches on the Newspapers.
   d) Include a society column, sales advertisements, an editorial or two on such a subject as the French & Indian War.
   e) Include church and civic organization listings.
   f) Make general announcements on such events as corn husking, sheepshearing, quilting bees, and "House-Raisings."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student(s) will contribute to the making of a colonial newspaper by concentrating on one section of the newspaper.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.14.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the students to the colonial concept of education.

Activities: What will be done, when, how much (time), by whom?

1. After viewing a film, or filmstrip on education during the colonial days:

   a) Have the students put together a "daily class schedule" for a colonial student. Include classes, courses of study and descriptions of courses.

2. Discuss - What were considered some of the most important aspects of education?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list three important considerations of the early colonial educational program.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound 10.6.15

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with the economic system of merchantilism.

Activities: What will be done, when, how much (time), by whom?

1. Direct the students to draw a flow chart depicting the theory of merchantilism. Include:

   a) the products that the mother country expected the colonies to supply.
   b) the manufactured products that the colonists were expected to buy back from the mother country.
   c) the role of gold and silver.
   d) the triangular trade route.

TERMS TO DEFINE:

merchantilism, mother country, balance of trade, self-sufficient, exports, imports, triangular trade route, raw materials, manufactured goods, surplus, profit.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term "merchantilism."

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History **Sight & Sound#** 10.6.16

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the Navigation Acts.

Activities: What will be done, when, how much (time), by whom?

TERMS TO DEFINE:

Navigation Act 1651	restrictions
Navigation Act 1660	merchantilism
Navigation Act 1663	import
balance of trade	export
tariff	commercial rivalry
	duty

1. Have students investigate which specific products were colonists restricted from selling.
2. Locate a map of major colonial trade routes.*
3. Match the colonies (New England, middle, southern) with their major source of trade.
4. Discuss - How did the Navigation Acts affect colonial commerce? Were these laws ever broken?

* Almost any history text will do, but Rise of the American Nation, Harcourt, Brace and Jovanovich; 1972. New York.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give an overall brief definition of the Navigation Acts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area U.S. History Sight & Sound# 10.6.17

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the Molasses & Sugar Act.

Activities: What will be done, when, how much (time), by whom?

TERMS TO DEFINE:

British West Indies	Carribbean Sea	import
Molasses	rum	distilleries
Molasses Act 1733	salutary neglect	export
	Sugar Act 1764	smuggling

1. Help the students define and explain the Molasses and Sugar trade. Refer to a map of colonial trade routes.
2. Write 2-3 paragraphs describing the production of rum in the colonies.

DISCUSS:

1. The first Molasses Act of 1733 and the policy of Salutary Neglect on the part of the Parliament.
2. The Sugar Act of 1764, and its effect on colonial merchants, shipbuilders, and rum distillers.
3. How was the Sugar Act enforced (search and seizure)?
4. Was there any resistance from the colonists?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the Molasses Act of 1733 and the Sugar Act of 1764.

Total Days Participation _____ **out of a possible** _____ _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area U.S. History Sight & Sound# 10.6.18

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the British Laws limiting colonial manufacturing.

Activities: What will be done, when, how much (time), by whom?

1. Assist the students in producing a "talk show."

   Topic: British Laws Limiting Manufacturing

   Participants:

   Interviewer - this could be the teacher or instructor
   Colonial hat manufacturer
   Colonial manufacturer of household utensils
   Colonial woolen manufacturer
   English woolen manufacturer
   Members from Parliament

2. Students should prepare in advance by writing out their questions, responses, or reactions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Each student will participate and produce a written paper prepared in advance describing colonial and English manufacturers responses to the British Laws limiting colonial manufacturing.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Communication Arts Sight & Sound# 10.6.19.1

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To familiarize the student with the Proclamation of 1763.

Activities: **What will be done, when, how much (time), by whom?**

REVIEW:

The French & Indian War
Treaty of Paris
Pontiac's War
Ottawa Indians

1. Draw or trace a map of the U.S. as it existed in the 1700's.

   a) Locate and draw in the Appalachian mountains.
   b) Shade in the areas west of the Appalachians claimed by the colonists. What areas were claimed by Virginia? Connecticut? Massachusetts? Why did they claim rights to these lands?
   c) Define and draw in the Proclamation Line of 1763.
   d) Define and discuss the Proclamation of 1763.
   e) How did the colonists feel about the Proclamation?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a map of the U.S. as it was in 1700, the student will be able to draw in the Proclamation Line of 1763 and define one of the points decreed by the British crown.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History **Sight & Sound#** 10.6.19.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the British Indian Policy and the Proclamation Line of 1763.

Activities: What will be done, when, how much (time), by whom?

1. Students may research the topic of the Indian tribes that became involved in Pontiac's rebellion.

   a) Name the tribe(s).
   b) How did they make their living?
   c) Compare their way of living to that of the colonists. How could that cause problems between the two?

2. Write a short report on the Ottawa Chief, Pontiac.

   a) Why is he noteworthy?

3. Draw or trace a map of the U.S. in 1763. Shade in the areas mainly occupied by the Ottawa Indians.

4. Direct the student's to simulate an Indian War Council meeting. At the Council, students should discuss the reason's for making war on the "white man."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define or discuss the Ottawa Indians, Chief Pontiac, and the famous Pontiac Conspiracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migran. Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound# 10.6.19.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To become acquainted with the colonial fur industry.

Activities: What will be done, when, how much (time), by whom?

1. Write a report on the fur trade in the colonies.* Include:
   a) The part the French colonists played.
   b) The part the Indians played.
   c) What were the main furs traded?
   d) Are these furs just as valuable today?
   e) Is there a fur industry existing today, just west of the Appalachians?
2. Using a map, shade in or mark the spots most important to the fur industry (look for a historical, political map).
3. How did England come to claim the lands west of the Appalachians?

* For reading enjoyment: The Last Fort, a story of the French voyageurs. A thrilling fiction story of French fur traders. Author: Elizabeth Coatsworth.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe the fur industry existing west of the Appalachians around the year 1763.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.20

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To familiarize the students with the Writs of Assistance issued prior to the American Revolution.

Activities: **What will be done, when, how much (time), by whom?**

1. Contact your local law enforcement office. Ask if you may obtain a blank copy of a present day search warrant.
2. Perhaps a law enforcement officer would be willing to visit your classroom and explain the procedure used in issuing a search warrant.
3. Define the term "Writs of Assistance."
4. Instruct the students to draw up an imaginary Writ of Assistance.
5. Compare the Writs of Assistance with a present day search warrant.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to define the term "Writs of Assistance."

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound# 10.6.21.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the Stamp Act of 1765.

Activities: What will be done, when, how much (time), by whom?

1. Direct and assist the students to create a newspaper with a special section announcing the Stamp Act and outlining items to be taxed. Try to obtain pictures of the actual stamps used.* Otherwise, help the students create their own.

TERMS TO DEFINE:

George Grenville	resistance	pamphlets
internal tax	documents	opposition
direct tax	deeds	levy

* Eibling, Jackson, Perrone; Foundations of Freedom U.S. History to 1877; Laidlaw Bros. Publishers, Doubleday & Co., Illinois, 1973.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The students will be able to identify the Stamp Act of 1765 and list at least five items that were taxed.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10,6,21,2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the students with the Stamp Act Congress of 1765 and its significance.

Activities: What will be done, when, how much (time), by whom?

1. Guide the students to organizing a Stamp Act Congress.

   a) Elect delegates representing the nine colonies that participated in the Stamp Act Congress.
   b) Discuss and outline the Stamp Act.
   c) Write resolutions and cast votes.
   d) Discuss other mutual problems of the colonies with the other delegates.

2. Ideas to emphasize - the Stamp Act Congress was the first organized political resistance on the part of the colonies against British policies.

3. TERMS TO DEFINE:

Stamp Act Congress 1765	resistance	opposition
debate delegates	non importation	repeal

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The students will be able to define the Stamp Act Congress of 1765 and discuss its significance.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History **Sight & Sound#** 10,6,21,3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To become familiar with the House of Burgesses and its importance to representative government and the Stamp Act Congress.

Activities: What will be done, when, how much (time), by whom?

1. Help the student locate information on the House of Burgesses.

2. Locate a picture of the House of Burgesses. Consult encyclopedias or Album of American History, Adams, James Truslow, 6 vol. Scribner.

3. DISCUSS:

   a) Where was the House of Burgesses located?
   b) What is the importance of the House of Burgesses?
   c) Where was the Stamp Act Congress held?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define and explain the significance of the House of Burgesses.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.21.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the students to the colonial secret societies known as "Sons of Liberty."

Activities: What will be done, when, how much (time), by whom?

1. Review the Stamp Act of 1765.

2. Direct a group of students to organize a secret socity, "Sons of Liberty." This secret society will plot a resistance movement to the Stamp Act.

   Encourage the students to gather additional information on the Societies' activities by consulting further references such as encyclopedias, pictorial histories of the U.S., etc.

3. Make a large drawing of George Grenville on butcher paper. Simulate a "Tar and Feathering of Grenville."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The students will be able to identify the secret societies known as "Sons of Liberty."

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.22

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Using the information regarding the Declaratory Act, the Townshend, and the Tea Acts, the students will be able to make a judgement based on that information.

Activities: What will be done, when, how much (time), by whom?

1. Instruct the students to gather information on the Declaratory Act, Townshend Acts, and the Tea Acts.
2. Divide the students into two groups.
3. Present this question:

   Did the British Parliament have the right to make laws for the American colonists and to tax them when the colonists had no elected representatives in Parliament?
4. Make an effort to assure that the British side of the debate is well represented.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to gather information and participate in a debate presenting at least three arguments.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.23

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the students with the Boston Tea Party of 1773.

Activities: What will be done, when, how much (time), by whom?

1. Present a film or filmstrip on the Boston Tea Party.

2. Instruct the students to write an editorial, taking a position on the Boston Tea Party. Consider such questions as:

   Is violence ever justified?

   Consider the reaction of colonists to the destruction of property during the Boston Tea Party and the reaction of Americans to the destruction of property today.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The students will be able to identify the Boston Tea Party of 1773.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.24

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the series of measures or laws imposed on the 13 colonies by Britain.

Activities: What will be done, when, how much (time), by whom?

1. Play "Taxation Without Representation" Bingo

   a) Make sure that the terms have been defined and discussed in advance.
   b) Make bingo mats for each student. Make bingo markers. Make a set of cards (one per "Act" or term to be defined). Put the definitions on the back of the cards.
   c) As you play the game, when a student calls "bingo," he/she must be able to define each term in the row that was filled in order to be a "winner."
   d) "Winners" names are placed on the board.

Molasses Act	Currency Act	Townshend Act
Sugar Act	Quartering Act	Tea Acts
Hat Act	FREE	Quebec Act
Wool Act	Stamp Act	Intolerable Acts
Iron Act	Declaratory Act	Repeal

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of the 14 terms listed (Molasses Act, Sugar Act, Hat Act, Wool Act, Iron Act, Currency Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Acts, Quebec Acts, Intolerable Acts, Repeal), the student will correctly identify at least 75%.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Last **First** **or**
Grade _____

Content Area U.S. History **Sight & Sound#** 10.6.25

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the First Continental Congress.

Activities: What will be done, when, how much (time), by whom?

1. Ask the students to imagine that he/she is a delegate to the First Continental Congress.

   a) Draw up a list of concerns to be raised and discussed at the convention.
   b) Take a stance on the issue of the Intolerable Acts.
   c) Take a stance on the issue of forming militias.
   d) Vote on the issue of economic sanctions against Britain.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the First Continental Congress.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Last **First** **or**
Grade _____

Content Area U.S. History **Sight & Sound#** 10,6,26,1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the immediate events leading up to the American Revolution.

Activities: What will be done, when, how much (time), by whom?

1. Present a film or filmstrip on Lexington and Concord.
2. Listen to a record with Lexington and Concord dramatized.
3. Pass out a ditto sheet with the words to Paul Revere's ride.
4. Questions:
   a) Why were British soldiers sent to Lexington & Concord?
   b) Were the colonists expecting to settle matters peaceably?

TERMS TO DEFINE:

minutemen	Lexington	William Dawes
militia	Concord	Sam Adams
Paul Revere	General Gage	John Hancock

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to state the immediate events leading up to the American Revolution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10,6,26,2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be introduced to two accounts of the same event (Lexington & Concord) and be asked to make a judgement.

Activities: What will be done, when, how much (time), by whom?

A HISTORICAL MYSTERY

1. Locate Henry S. Commager's, Documents of American History (1943 ed. pp. 89-90). It contains an American and British account of the Battle of Lexington.
2. Instruct the students to read these accounts.
3. Pose the problem:
   a) Can you judge who fired the first shot?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will make a decision based on the evidence presented and present the conclusion with two points of argument.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.26.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the students to the immediate events leading up to the American Revolution.

Activities: What will be done, when, how much (time), by whom?

1. Direct the students to draw an "Action Map." The map should focus on the area of Lexington and Concord.
2. Use a reference book° or a historical atlas*. Trace or mark: (use colored markers)
   - the route of Paul Revere's ride
   - the route of the British soldiers
   - the places where skirmishes or battles occured (use a bright orange or yellow color to mark these).

° West Point Atlas of American Wars, Esposito, Vincent J; ed. 2 vols.

* Atlas of American History, Adams, James Truslow; Scribner.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to produce a map of the Battle of Lexington and Concord and correctly locate one skirmish.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10,6,27

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To become acquainted with Patrick Henry the Patriot.

Activities: What will be done, when, how much (time), by whom?

1. Instruct the student to locate a biography or reference material on Patrick Henry. Write a two page report.
2. What role did Henry play in the Second Continental Congress?
3. Locate a reference book on quotations. Bartlett's Familiar Quotations could prove useful.
4. Ask the student to locate quotations made by Patrick Henry. Discuss why colonists rallied to his famous quotation ("...give me liberty or give me death").

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify Patrick Henry and his role in the Second Continental Congress.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10,6,27

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the Second Continental Congress.

Activities: What will be done, when, how much (time), by whom?

1. In 1775 the Second Continental Congress drew up a Declaration of the Causes and Necessity of Taking Up Arms. The delegates resolved...

   "... to die freemen rather than to live slaves," but "we have not raised armies with ambitious designs of separating from Great Britain, and establishing independent states."

   Compare this statement to this excerpt from the Halifax Resolves April 1776 (North Carolina):

   "Resolved, that the delegates for this Colony in the Continental Congress be impowered to concur with the delegates of the other colonies in declaring Independency, and forming foreign alliances, reserving to this colony the sole and exclusive right of forming a Constitution and laws for this colony,..."

2. What finally caused the colonists to declare independence?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to discuss the significant actions of the Second Continental Congress.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.28.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the document: The Declaration of Independence.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

1. Review briefly the events that led up to the Declaration of Independence.

2. Locate a picture of the Declaration of Independence.

   a) Using an opaque projector, look over the document. How much is readable? Attempt to read the first line. How old is this document? What holiday is connected with it?

   b) DISCUSSION

      - has this document been preserved?
      - where is it kept?
      - who were the authors of this document?

   c) VOCABULARY

      - declaration
      - document

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to make at least three true statements about the Declaration of Independence.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History **Sight & Sound#** 10,6,28,2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the main purposes of the Declaration of Independence.

Activities: What will be done, when, how much (time), by whom?

REVIEW WORDS: Document, declaration

ACTIVITY:

1. Obtain the text (words) to the Declaration of Independence.

   DISCUSSION:

   a) Review briefly the importance of this document - mention celebration of this national holiday.
   b) Read the document slowly with the student. If the students reading level is low, concentrate only on the key paragraphs:
      1) Preamble
      2) grievances against the king
      3) formal resolution of independence

2. A ditto copy of the document will allow students to underline the key statements.

3. Using a tape recorder, have the student recite the introductory passage into the recorder. After the first paragraph, pause, and have the student talk about (explain) the key statements, in his/her own words.

   Do this for those paragraphs you have chosen as key paragraphs.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to state the main purposes of the Declaration of Independence.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.28.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the issues surrounding the Declaration of Independence.

Activities: What will be done, when, how much (time), by whom?

1. Once Independence was declared, colonists had to make a choice about which side they would support.

   a) Instruct the students to declare themselves a Tory (loyalist) or a patriot.
   b) Have them list the reasons why they feel they
      1) would be better off remaining loyal to the king, or
      2) would be better off under a new and independent government.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to present an argument for one side of an issue (Tory or Patriot?).

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10,6,29

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To become acquainted with the Battles of Bunker Hill and Fort Ticonderoga.

Activities: What will be done, when, how much (time), by whom?

1. Draw or trace a map of the 13 colonies.

   a) Mark the areas of the Battles of Bunker Hill and Fort Ticonderoga with mini-British flags or Patriot flags, depending on who won the battle.

TERMS TO DEFINE:

Bunker Hill	Ethan Allen	Benedict Arnold
Breeds Hill	Green Mountain Boys	Fort Ticonderoga
General William Howe		

Suggested Source:

West Point Atlas of American Wars, Esposito, Vincent J., ed. 2 vols. Praeger.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the Battles of Bunker Hill and Fort Ticonderoga.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.30

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the military compaigns of the British in the American Revolution.

Activities: What will be done, when, how much (time), by whom?

1. Draw or trace two maps of the major battles of the American Revolution for the years 1776 and 1777.

   a) Label one map "Campaign of 1776."
   b) Label the other map "British Campaigns 1777."
   c) Label the locations for the following:

Albany	Lake Champlain	Montreal	Philadelphia
Hudson River	Oswego	Saratoga	

TERMS TO DEFINE:

General Howe	General George Washington
General Burgoyne	Hessian troops

2. Locate sketches of uniforms and firearms used by the British soldiers and the American Revolutionaries*. Use an opaque projector to trace them.

3. Make a scrapbook entitled Military Campaigns of the American Revolution. Include the sketches with names and descriptions.

* Rise of the American Nation, L.P. Todd and M. Curti; Harcourt, Brace and Jovanovich, 1972, p.131.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe the British military campaigns and list two major battles.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.31.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The students will make a study of the American Revolution through the planning and producting of a film.

Activities: What will be done, when, how much (time), by whom?

1. This project is divided into two phases:
   1) The research and planning segment;
   2) The actual production of the film.

   It can be used as a unit study of the American Revolution, and may take several weeks to complete. Within that time period, students will be encouraged to research their own subject. This will develop reading, planning, and organizational skills. The teacher or instructor will provide guidance and make suggestions regarding source materials.

   a) Provide each student with a sheet of instructions and summary of the project goals.
   b) Divide the labor among individuals or committees. Consider students' interests as well as abilities.
   c) Each committee will meet and discuss their part of the project and draw up a mini-plan. One example would be to make lists of the pictures* to be filmed. Students may choose to make costumes for scenes they may wish to act out.
   d) The committee in charge of the narration and background music should write out the dialogue and choose the music to be used.
   e) As the teacher or instructor, you can obtain the movie camera, film, and also edit and splice the final product.

* Album of American History, Adams, James Truslow, ed. 6, vols. Scribner.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The students will participate in the planning, organizing, and production of a film on the American Revolution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.31.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the skill of placing historical events in their proper time sequence.

Activities: What will be done, when, how much (time), by whom?

ORGANIZING INFORMATION ACCORDING TO TIME

This serves as a review of the American Revolution.

1. Instruct the students to construct a Time Line. Divide it into three sections. Label the first section: "From Lexington and Concord, April 19, 1775, to the Declaration of Independence, July 4, 1776." The second section: "Declaration of Independence to the News of the French Alliance, February 1778." Label the third section: "French Alliance, February 1778, to the Treaty of Paris, April 15, 1783."

2. Hand out a list of the following events, and instruct the student to place each event within the Time Line in the proper sequence.

   A. Second Continental Congress
   B. Washington's victories - Trenton & Princeton
   C. Benedict Arnold commits treason
   D. Burgoyne surrenders - Saratoga
   E. British army leaves Boston for Halifax
   F. Howe captures New York City
   G. Continental army at Valley Forge
   H. Battle of Bunker Hill
   I. Second Continental Congress
   J. Cornwallis surrenders at Yorktown
   K. Thomas Paine publishes Common Sense
   L. Second Continental Congress advises each state to set up an independent government for itself.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will place the listed events in their proper time sequence with 75-80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.31.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the events at Valley Forge 1777-1778.

Activities: What will be done, when, how much (time), by whom?

1. Locate an account of the Winter at Valley Forge. (A biography of George Washington would be useful.)

2. Locate Valley Forge on a map.

3. Write a short report including such information as:

   a) Why was the Continental Army stationed at Valley Forge?
   b) What problems did the Army encounter?
   c) How did George Washington's leadership help in keeping the Continental Army intact?
   d) What role did the French play?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe the Winter at Valley Forge.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.32

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the Articles of Confederation.

Activities: What will be done, when, how much (time), by whom?

1. After reviewing the Articles of Confederation:

   a) How did they pave the way for the present Constitution?

2. Outline the main points of the Articles of Confederation.

3. Why were the states afraid of a strong central government? How did this affect the organization of the government under the Articles of Confederation?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify and list three major points of the Articles of Confederation.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.33.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the students with the Land Ordinance of 1785.

Activities: What will be done, when, how much (time), by whom?

1. Direct the students to take a present day map of the United States and examine it closely. Note the shapes of the states that are almost perfect squares or rectangles. Why is this so?

2. DEFINE THE TERMS:

   Land Ordinance of 1785 township sections government survey

3. Provide the students with a map of the U.S. Have them shade in those states formed by the Land Ordinance of 1785.

   a) As part of the Legend on the map, have the students make a drawing of a township.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The students will be able to identify the Land Ordinance of 1785 and name three states affected by this ordinance.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.33.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the Northwest Ordinance of 1787.

Activities: What will be done, when, how much (time), by whom?

1. Present this quotation to the students:

   "I doubt whether one single law of any lawgiver, ancient, or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787."

2. Ask the students these questions:

   a) What three provisions of the Ordinance of 1787 made it unique?
   b) How did the Ordinance encourage democracy?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the purpose of the Northwest Ordinance of 1787 and list two provisions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.34.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the constitutional convention of the United States of America.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

a) Constitutional Convention met in 1787.
b) Out of 70 named delegates, 55 attended.
c) Delegates decided to keep proceedings secret.
d) The delegates decided that a new framework for the government of the U.S. had to be established.

ACTIVITY:

1. Pose the question: Where did the constitutional convention take place?

   a) Help the student locate an illustration of the meeting hall.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will be able to state the purpose for the constitutional convention.
2. The student will be able to identify the meeting place of the Constitutional Convention of 1787.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History **Sight & Sound#** 10.6.34.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be introduced to the terminology (vocabulary) surrounding a constitutional convention.

Activities: What will be done, when, how much (time), by whom?

1. DISCUSS: the term "convention." Define it (a gathering of delegates or representatives in a meeting usually to discuss and vote on political issues).

2. INTRODUCE these terms:

assembly	establish	politics
delegate	representatives	authority

3. DEFINE the above terms.

   a) Assist the student in picking out those definitions which fit within the context of a political situation or constitutional convention.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of definitions, the student will be able to match the proper definitions with the terms listed above in a socio-political context.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.34.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be introduced to the principal delegates of the Constitution of the United States of America.

Activities: What will be done, when, how much (time), by whom?

DEFINITIONS:

delegate - person sent to speak for others, usually at meetings; to give another person the right to do this, to give authority.

George Washington - served as President of the Convention.

Benjamin Franklin - the elderly delegate from Pennsylvania.

James Madison - from Virginia; knew a great deal about governments and constitutional law. He is said to have written most of the Constitution.

Alexander Hamilton - New York, a student of finance and government. Although he opposed much of the ideas of the Constitution, he worked hard to have it adopted. He assisted J. Madison with the writing of the Constitution.

James Wilson - delegate from Pennsylvania. An authority in political and legal matters. Also assisted Madison in the writing.

Gouverneur Morris - Pennsylvania, became responsible for the final wording of the Constitution because of his fine ability to write.

ACTIVITY:

Help the student locate a biography of one delegate listed above. Encourage them to read it OR if the reading level of the book is too high, read selected sessions out of the book for the student.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to write or give an oral report on one of the leading delegates of the Constitutional Convention of 1787.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.34.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the basic structure of the Constitution.

Activities: What will be done, when, how much (time), by whom?

BACKGROUND:

From the start, the delegates to the Constitutional Convention of 1787 decided that the government should be divided into separate branches:

The Executive
The Legislative
The Judiciary

ACTIVITY:

Draw a tree with three branches. Have the student label one branch "executive," another "legislative," and the other "judiciary." Label the crown or leaves of the tree "the people" and label the trunk of the tree the "U.S. Constitution (federal government)."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to name the three separate branches of the federal government.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.34.5

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the basic structure of the U.S. government as set forth in the U.S. Constitution.

Activities: What will be done, when, how much (time), by whom?

TERMS TO DEFINE:

sovereign	supreme
sovereignty	surrender

BACKGROUND:

The delegates to the constitutional convention agreed that:

a) The federal government would be the sovereign power.
b) The states would surrender their individual sovereignty to it.
c) The Constitution would be the supreme law of the land.

ACTIVITY:

Have the student locate a copy of the Articles of Confederation. Review the Articles. Make a comparison of the rights given to the states and the rights given to the federal government. Investigate what happened with the Articles of Confederation that would prompt the delegates to the convention to give the federal government supreme authority.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term "sovereign power" and identify the "supreme law of the land."

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.34.6

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn to recite the Preamble of the Constitution of the United States.

Activities: What will be done, when, how much (time), by whom?

Help the student memorize the Preamble:

"We the people of the United States, in order to form a more perfect union,
establish justice,
insure domestic tranquility,
provide for the common defense,
promote the general welfare, and
secure the blessings of liberty to ourselves and our posterity,
do ordain and establish this Constitution for the United States of America."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to recite the Preamble to the Constitution of the United States of America.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.35.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the terminology used in the Preamble to the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. Review the Preamble to the Constitution of the United States.
2. Underline the following words or terms:

justice	common defense
domestic tranquility	general welfare
posterity	secure
ordain	union

3. Define the above words or terms.
4. Discuss the pruposes of the U.S. Constitution.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list and explain at least four of the above listed terms contained in the Preamble of the United States Constitution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History **Sight & Sound#** 10.6.35.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the basic frame work of the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. Help the student acquire a text with a copy of the United States Constitution.

2. Have the student go through and underline the sections in the Constitution which provide for:

   a president
   Congress
   Supreme Court
   Bill of Rights
   Amendments
   Elastic Clause

TERMS TO DEFINE:

Constitution

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to name at least four of the basic sections of the United States Constitutions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.35.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the function of the Presidency as set forth by the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. Provide the students with a list of roles the President must play. Include:

   Chief of State
   Chief Executive
   Chief Diplomat
   Commander in Chief
   Chief Legislator
   Chief of Party
   Chief Guardian of the Economy

   a) Instruct the students to make a diagram with a picture of the current President (magazine cut-outs will do) in the center.

   b) Draw seven arrows from the President outward. Use the list above to label each arrow. Draw a box around the label.

   c) Help the students define each role by listing the President's duties and responsibilities. List these directly under the right role or box.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list and define at least four duties and responsibilities of the President of the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.35.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the function of the amendments to the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE and discuss the term "amendment."

   a) REVIEW Article V of the constitution.

2. The Bill of Rights was added on to the Constitution by 1791.

   a) When was the last amendment made to the Constitution?
   b) Why would the founding fathers want to provide a system to amend the constitution?

3. Have the student draw a chart outlining the manner in which the constitution is amended.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give one major reason for the inclusion of Article V in the Constitution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

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Content Area U.S. History **Sight & Sound#** 10.6.35.5

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the function of the Bill of Rights as set forth by the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. The Bill of Rights are amendments that guarantee the people certain rights and freedom.

   a) Instruct the students to locate a copy of the Constitution and the section on the Bill of Rights. Review the amendments.

2. Give the students this list and ask them to identify which amendment pertains to that statement:

   - A person cannot be forced to testify against himself.
   - Citizens have the right to assemble peaceably.
   - An accused person has the right to a lawyer.
   - An accused person cannot be required to post excessive bail.
   - A person can go to the church of his own choice.
   - A person can pass out leaflets to the public.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify six rights guaranteed to the citizen by the U.S. Constitution (Bill of Rights).

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.36

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To become acquainted with the early life of George Washington.

Activities: What will be done, when, how much (time), by whom?

1. After consulting different reference books on George Washington, including a biography; *

   a) Have the students create a giant mural depicting major events in George Washington's early life.
   b) Include:
      - Birth in Virginia
      - 1753 major in militia
      - 1754 French & Indian War
      - Marriage
      - Service in Colonial legislature.

* Suggested Sources:

Hopkins, Joseph G.E., ed. Concise Dictionary of American Biography, Scribner.
Johnson, Allen, ed. Dictionary of American Biography, 20 vols., Scribner.
Freeman, Douglas S., George Washington, Scribner, 7 vols., A Biography.
Burke, Boyce, Man From Mt. Vernon, Harper & Row, New York, 1961.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to cite and discuss at least two instances where George Washington rendered services to the colonies.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.37

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with the first president of the United States, George Washington.

Activities: What will be done, when, how much (time), by whom?

1. After consulting different reference books on George Washington, including a biography; *

   a) Guide the students to creating a mural with a drawing of Washington in the center.
   b) Title the mural "George Washington, First President of the United States."
   c) Around his picture draw in scenes depicting major highlights of his presidency. Include:

      - Constitutional Convention
      - Establishment of the President's Cabinet
      - Bill of Rights added to the Constitution
      - Creation of Attorney General's office and Postmaster General.

* Suggested Sources:

Hopkins, Joseph G.E., ed. Concise Dictionary of American Biography, Scribner.
Johnson, Allen, ed. Dictionary of American Biography, 20 vols., Scribner.
Freeman, Douglas S., George Washington, Scribner, 7 vols., A Biography.
Burke, Boyce, Man From Mt. Vernon, Harper & Row, New York, 1961.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the first president of the United States and list two accomplishments while in office.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.38

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with Washington's Foreign Policy during his presidency.

Activities: What will be done, when, how much (time), by whom?

1. Help the student's locate reference materials* in the life of George Washington, especially during his presidency.

2. Instruct the students to identify the most important points of Washington's foreign policy:

   - Opening up of the New Orleans River to American ships
   - The Treaty of Greenville
   - The Proclamation of 1793 (Neutrality)

3. Help the students write a message or speech that could have been delivered by President Washington, on one of the above policies.

4. The student may "deliver" the speech to the class or record it on cassette.

* Suggested Sources:

Hopkins, Joseph G.E., ed. Concise Dictionary of American Biography, Scribner.
Johnson, Allen, ed. Dictionary of American Biography, 20 vols., Scribner.
Freeman, Douglas S., George Washington, Scribner, 7 vols., A Biography.
Burke, Boyce, Man From Mt. Vernon, Harper & Row, New York, 1961.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify and describe one of President George Washington's Foreign policies.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.39

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the rise of the two-party system in American politics.

Activities: What will be done, when, how much (time), by whom?

1. Make a chart comparing the Federalist Party and the Republican Party of 1792. Make two columns, one for the Federalists, the other for the Republicans.

2. List such items as:

   a) interpretation of Constitution
   b) federal government's role
   c) role of the common people

3. Who were the leading spokespersons for the two parties?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list the first two political parties in the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
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Content Area U.S. History Sight & Sound# 10,6,40

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the election of 1800.

Activities: What will be done, when, how much (time), by whom?

1. Discuss the election of 1800.

2. Compare the election of the president in 1800 to the election of a president today. Make a list of the similarities and a list of the differences.

TERMS TO DEFINE:

electoral votes	Thomas Jefferson	John Adams
Federalists	Aaron Burr	Charles Pinckney
Republicans	Twelfth Amendment	

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe the election of 1800.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.41.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with that area called the Louisiana Territory.

Activities: What will be done, when, how much (time), by whom?

1. Using the history textbook and/or a historical atlas, locate a map of the United States.

   a) Draw, or trace the area known as the Louisiana territory prior to 1803. This would include the vast area west from the Mississippi River up to the Rocky Mountains and south from the present Canadian border to just south of the Red River near or above Texas.
   b) Draw a second map showing the U.S. after the Louisiana Purchase.
   c) How much money did President Jefferson pay for the Louisiana Purchase?
   d) Why is this called the greatest real estate deal in history?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the boundaries of the Louisiana Purchase.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.41.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the manner and method in which the United States acquired the Louisiana Territory.

Activities: What will be done, when, how much (time), by whom?

A. The Louisiana Purchase was carried out during Thomas Jefferson's presidency.

B. When Jefferson learned that the French Emporer Napoleon was interested in re-covering the territory of Louisiana, he sent representatives to France to offer to buy New Orleans from France.

C. France sold the whole Louisiana Territory to the U.S.

ACTIVITY:

1. Have the student draw or trace a map of the United States.

   a) Shade in the area considered the Louisiana Territory.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a map of the United States, the student will be able to point out and identify the Louisiana Territory.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.42

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the events which led up to the War of 1812.

Activities: What will be done, when, how much (time), by whom?

To begin this unit, pose this question to the student: "Has our capital ever been invaded?"

BACKGROUND:

Britain and France were at war. The U.S. tried to remain neutral (take no sides). But the French issued a policy declaring a state of blockade around Britain. Any ship trading with Britain would be seized. A year later the British issued a similar decree against France.

Impressment - because of the conditions in the British navy, British sailors were always deserting. Britain resorted to searching American ships on the high seas and seizing sailors. Many a time, native born Americans were impressed. When the British began attacking American ships, President Jefferson issued the Embargo Act (1807) which was an economic boycott against both nations. By depriving them of needed raw materials, he hoped to force them to respect the United States' neutrality rights. But the Neutrality Act also prohibited all international trade with the U.S. The Act hurt the U.S. economically. Eventually, the U.S. declared war on Britain in 1812.

ACTIVITY:

Vocabulary - neutral, blockade, proclamation, impressment, war hawks, seizure, intervention

1. Do some further study on the British navy. How long did they control the seas?
2. Who was the leader of the French during these years?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to state one major reason why the United States declared war against Britain in 1812.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10,6,43,1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the major battles of the War of 1812.

Activities: What will be done, when, how much (time), by whom?

MAJOR CAMPAIGNS

1. Campaign into Canada - The Americans hoped to defeat Britain by attacking Canada. They marched in through Detroit and Niagara. The American, General Hull, surrendered his troops to the British.

2. The first significant victory of the United States - Commander Oliver Perry won control of Lake Erie in 1813.

3. The march on Washington D.C. - British forces marched into Washington and burned down the Capitol.

4. Baltimore and Fort McHenry - they then marched into Baltimore, the third largest U.S. city at that time. Fort McHenry protected Baltimore's Harbor. It withstood 25 hours of naval bombardment. The British retreated.

5. Battle of New Orleans - Andrew Jackson defended this city well against the British attack. The British were defeated. But ironically, because of slow communications, he did not know that the war had ended two weeks earlier with the Treaty of Ghent.

ACTIVITIES:

1. The star spangled banner was written during the War of 1812 at the Battle of Fort McHenry. Study the words to the song. Are the words appropriate for a navy battle?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe at least two major battles in the War of 1812.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

ACTIVITIES:

1. (continued)

a) Study a map of the major campaigns of the war.
b) What did the Battle of New Orleans do for Andrew Jackson's career?

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Content Area U.S. History Sight & Sound# 10.6.43.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the major battles of the War of 1812.

Activities: What will be done, when, how much (time), by whom?

1. Review the list of the major battles of the War of 1812.

   a) Campaign into Canada
   b) First significant victory of the U.S. - Lake Erie
   c) The march on Washington D.C.
   d) Baltimore and Fort McHenry
   e) Battle of New Orleans.

2. Help the student consult a history text or historical atlas. Draw a map of the United States and Canada in 1812. Using colored pencils or markers, draw the major battles and use arrows to designate the major campaigns by the British into American cities. Draw the British ships that blockaded the U.S. ports.

3. Label these locations on a map:

   Lake Erie, Lake Huron, Lake Ontario, Baltimore, Fort McHenry, Washington D.C., Cinncinati, Detroit, Niagara, New Orleans, Mississippi River.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will produce a map of the major battles of the War of 1812 with at least 75% of the listed locations.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.44.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with the concept of nationalism.

Activities: What will be done, when, how much (time), by whom?

TERMS TO DEFINE:

nationalism	Henry Clay	nationalists
patriotic	John C. Calhoun	

1. Think of different symbols that stand for the U.S. Find out how these items became the national symbol.

   a) Obtain or make drawings of these symbols.

2. Locate the words to "My Country," "America, the Beautiful," "Star Spangled Banner."

   a) Find out when these songs were written.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe and explain where a national symbol is to be found, and give a brief definition of nationalism.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.44.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the beginnings of Nationalism in the United States.

Activities: What will be done, when, how much (time), by whom?

1. After defining the word "Nationalism" read about the rise of Nationalism in the 1800's.

   a) How did the war of 1812 affect the rise of Nationalism in the new U.S.?

2. Locate evidence in our daily lives that indicate feelings on the presence of Nationalism.

   Hint: holidays, songs, symbols on coins, flags, etc.

3. Locate information on Noah Webster and the first American dictionary. Note the publication date.

   a) How did the establishment of a national language help to provide a bond of union?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to trace and describe the beginnings of Nationalism in the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.45

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with the Chief Justice John Marshall of the U.S. Supreme Court.

Activities: What will be done, when, how much (time), by whom?

1. Locate reference materials on Chief Justice John Marshall.

   a) Note: What were his contributions to the federal court system? (Hint: three items.)
   b) How did his contributions (interpretations of law) help to strengthen the union between the states?

2. Provide the student with a copy of the Constitution of the United States. Make special note of the section on the Judicial Department.

3. Instruct the student to skim through this section and underline any statements which are a direct contribution of Chief Justice Marshall.

4. Discuss this statement:

   "John Marshall remains to the present day one of the most highly regarded of America's Chief Juctices."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify two contributions that Chief Justice Marshall made to the judicial system of the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10,6,46

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the Monroe Doctrine.

Activities: What will be done, when, how much (time), by whom?

1. Instruct the student to make a report on the Monroe Doctrine. Include at least three major points of the statement.

2. Include a special glossary with these words:

hemisphere	foreign policy	John Quincy Adams	President Monroe
continent	colonization	internal	
Latin America	intervention	George Canning	

3. What was the immediate reaction to the Monroe Doctrine?

4. How was the Monroe Doctrine used by later presidents?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify and list at least two of the major points of the Monroe Doctrine.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.47.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the beginning phase of the Industrial Revolution in the United States.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS - the term Industrial Revolution.

2. Instruct the student to draw diagrams (step by step) of the textile industry before and during the Industrial Revolution. Include captions and descriptions for each diagram.

   Example:

   Before Industrial Revolution
   1) Machines spin thread at mill
   2) Mill owner disperses thread to women at home
   3) Women weave the thread into cloth by using hand looms
   4) Women return cloth to mill owners

   With Industrial Revolution
   1) Machines spin and weave thread at the factory

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to name on area where the Industrial Revolution had an influence.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.47.2

Objective: What are we trying to accomplish for this student in this content area in this short period of time?

To introduce the student to the beginning phase of the Industrial Revolution.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS the term Industrial Revolution

2. Instruct the student to draw diagrams, step by step, of cotton before and during the Industrial Revolution. Include captions and descriptions for every drawing.

   Example: Illustrate what happened to the production of cotton, as a result of the cotton gin.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give a description of what happened to the cotton industry as a result of the Industrial Revolution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.47.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn about the Industrial Revolution through a variety of projects.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS the term Industrial Revolution.
2. Provide the student with a list of inventors, from which he/she must choose from to complete a written report.
3. Guide the student through a study of "the discovery and use of new sources of power to run machinery."

   Consider steam power vs. water power.
4. Consider putting together a report on Child Labor as a result of the Industrial Revolution.

   What sort of laws exist today to protect children from abuse by an employer?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will complete at least one project related to the Industrial Revolution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.48

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the Missouri Compromise of 1820.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS the term Missouri Compromise, 1820.
2. DEFINE AND DISCUSS the Talmadge Amendment.
3. Using an opaque projector, tracing paper, or freehand, draw a map of the U.S. in 1820. Label the map "Missouri Compromise, 1820." Color code or designate the:
   - slave states
   - free states
   - area where slavery was banned forever by the compromise.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the main points of the Missouri Compromise of 1820.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.49

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the life of Andrew Jackson.

Activities: What will be done, when, how much (time), by whom?

1. Locate a biography* (or other reference material) on Andrew Jackson.

2. Write a short report describing Jackson's background including:

   a) childhood
   b) education
   c) military career
   d) rise to the presidency

3. DISCUSS: Why did he arouse such conflicting emotions? When Jackson was elected president, many people believed democracy had finally triumphed. Why?

* Andrew Jackson: Border Captain, James, Marquis; Grosset & Dunlap

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list three major details of Andrew Jackson's background.
OR: The student will be able to explain why Andrew Jackson was considered the common man's president.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10,6,50

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with Andrew Jackson's Presidency.

Activities: What will be done, when, how much (time), by whom?

In view of Jackson's reputation for representing the common man in the United States,

1. Provide each student with a list of Andrew Jackson's most noted accomplishments or policies while in office. Have the student comment in whether the policy or deed furthered the democratic cause or not.

   The list may include:

   a) extension of spoils system
   b) start of nominating conventions
   c) kitchen cabinet
   d) speaking for "the people"
   e) Indian policy

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list and define three of Andrew Jackson's accomplishments or policies as president.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.51

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the Compromise of 1850.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS the word "compromise."
2. Outline the major issue or reason for dissension among the states. (Would the newly acquired western territories be "free" or "slave" states?)
3. Outline Henry Clay's compromise or proposed solution.
4. On a blank map indicate the results of the Compromise of 1850:
   a) color code the free states, slave states, and the territories that would be subject to the principle of popular sovereignty.

TERMS TO DEFINE: compromise, popular sovereignty, Henry Clay, dissension, free state, slave state, territory, Fugitive Slave Law, John C. Calhoun, Daniel Webster

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the major reason for dissension and list at least two of the five points of the Compromise of 1850.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.52

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the Lincoln-Douglas Debates 1858.

Activities: What will be done, when, how much (time), by whom?

1. If possible, obtain the text of the Lincoln-Douglas Debates.*

   a) Outline the major points of the debates.

2. If this is not possible, help the students study this text from the speech made by Douglas in the debates:

   "the people of a Territory can, by lawful means, exclude slavery from their limits prior to the formation of a state constitution. Slavery... cannot exist a day or an hour anywhere, unless it is supported by local police regulations."

FOR DISCUSSION:

3. This became known as the Freeport Doctrine. Why did it help deepen the split in the Democratic party?

* American Forum: Speeches on Historic Issues 1788-1900, Harper

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will participate actively in a discussion involving the Freeport Doctrine of the Lincoln-Douglas Debates.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound# 10.6.53

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn about the origin of Black American Slavery.

Activities: What will be done, when, how much (time), by whom?

1. Provide the student with information and guidance in order to carry out a study of the manner and method of the Slave Trade. Include:

   a) where it started,
   b) the routes used by the slave traders to bring in the slaves,
   c) drawings or diagrams of the slave trade ships, and
   d) draw and design a poster of advertisement in the sale of slaves.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the origin of Black American Slavery.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.54

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Through a study of slave resistance to slavery, the student will learn about the institution of slavery in the United States.

Activities: What will be done, when, how much (time), by whom?

1. Provide the student with a list of extra reading materials on the subject of slave revolts.

2. Have the student compile a written or oral report on slave resistance to slavery.

3. Help the student construct a "Slavery Timeline." The timeline should include:

   a) year slavery was introduced to the Americas,
   b) year slavery was introduced to the colonies,
   c) cite the years of major and minor slave revolts,
   d) cite such major events as Missouri Compromise, Lincoln-Douglas Debates, and any pertaining to slavery, and
   e) if possible, view the movie "Roots" by Alex Haley.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe the slave resistance to slavery.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
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Content Area U.S. History Sight & Sound# 10.6.55

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the role of the Triangular Trade in the institution of slavery.

Activities: What will be done, when, how much (time), by whom?

1. Review the origin of slavery in the Americas.

   a) Using an overhead projector, trace and describe to the students the Triangular Trade routes and how they were used in the slave trade.
   b) Provide the students with a blank map and allow them to draw the Triangular Trade routes.
   c) Help the student write short narratives (using numbers to designate stop-off points) to describe the trade.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will successfully complete a map and narrative, outlining and describing the Triangular Trade routes and their link to the slave trade.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10,6,56,1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Through a study of the Southern way of life, the student will become familiar with slavery in the United States.

Activities: What will be done, when, how much (time), by whom?

1. REVIEW the origins of Black American Slavery.
2. ASSIST the student in compiling a scrapbook entitled:
   "Slavery, a Southern Way of Life."
   INCLUDE:
   a) pictures, drawings
   b) information on plantations (how they were run)
   c) plantation homes
   d) organization of slave labor
   e) slave discipline, including the Slave Codes.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will complete the project including at least three out of the five mentioned subtopics.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.56.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with the life of the Black American Ex-slave.

Activities: What will be done, when, how much (time), by whom?

1. Guide the student to gather information of the "Free" Negroes or Blacks in the South. Write, record, or make an oral report, including such items as:

   a) laws regarding the movement of free black people,
   b) voting rights,
   c) rights as citizens, and
   d) restrictions placed on free Blacks or Negroes.

2. Pose this question:

   "Were free Negroes truly free in the South?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will produce a written, or oral report on the "Free" Negroes in the South.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.57

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the relationship between cotton and slavery in the South.

Activities: What will be done, when, how much (time), by whom?

1. Consult political maps (historical atlas) on the distribution and number of slaves in the South prior to 1860.

2. Help the student to draw up a chart outlining such items as:

   a) total number of slaves in the South in 1860 and what percent of the population they constituted,
   b) total number of slaves working on farms and plantations,
   c) total number of slaves living and working in Southern cities,
   d) number of Southern slave owners
   e) total number of slave owners owning more the 50 slaves,
   f) total amount of cotton production in the South,
   g) total amount of "other" products produced in the South.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to explain the relationship between cotton production in the South and slavery.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area U.S. History Sight & Sound# 10.6.58

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn about the controversy surrounding the slavery issue.

Activities: What will be done, when, how much (time), by whom?

1. Guide the students to debating on the pros and cons of slavery, or
2. One student may write an editorial on the pro-slavery argument most often used by the Southern slave owners. Another student may write an editorial against slavery.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give two pro-slavery arguments and two arguments against slavery.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10.6.59

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with some of the basic causes of the United States Civil War.

Activities: What will be done, when, how much (time), by whom?

1. Provide the student with a list of basic differneces (economic, social) or issues which caused conflict between the North and the South. Include:

   a) the tariff
   b) internal improvements at public expense
   c) money and banking
   d) disposal of public lands
   e) control of the west
   f) issue of slavery

2. Instruct the students to gather evidence of conflict for each item on the list.

3. List the point of view from the South and the point of view from the North.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list four areas that were a source of conflict for the North and South.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History **Sight & Sound#** 10.6.60

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To become familiar with some of the strengths and weaknesses of the North and South just prior to the United States Civil War.

Activities: What will be done, when, how much (time), by whom?

1. Help the student to construct two charts labeled:

   North vs. South (a comparison of advantages and disadvantages at the start of the Civil War).

   a) Make two columns for the North and two columns for the South. Label the columns "advantages," "disadvantages." Do this for both the North and South.

   b) Proceed to determine and list all of the advantages and disadvantages on both sides. Consider:
   - population
   - natural resources
   - existence of a military
   - leadership
   - source of war materials
   - transportation

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least three advantages and disadvantages for each the North and South. OR, the student will be able to make a judgement as to which side possessed the greatest amount of advantages, and be able to defend that position.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.61.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To compare the plans of action for the Civil War for the South.

Activities: What will be done, when, how much (time), by whom?

1. STUDY and DISCUSS the two point plan of the Confederacy (South).

   a) To fight a defensive war holding the Union until they grew war weary and agreed to peace on Southern terms.
   b) To seize Washington D.C. and strike northward into Maryland and Pennsylvania, thereby driving a wedge between the northeast and the middlewest.

2. Tell the students to imagine they are a military leader in charge of the battle planning.

   a) Which of these strategies would they consider to take top priority? Why?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify one main point of the confederate battle plan.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area U.S. History Sight & Sound# 10 6 61 2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To compare the plans of action for the Civil War for the North (Union).

Activities: What will be done, when, how much (time), by whom?

1. STUDY and DISCUSS the three point plan of the union.

   a) To cripple the South by blockading the confederate coastline.
   b) To split the confederacy in two by seizing control of Mississippi River and interior railroads.
   c) To seize the confederate capitol, Richmond, Virginia, and drive southward to link up with the union forces coming in from the east.

2. Tell the students to imagine they are a military leader in charge of the battle planning.

   a) Which of these strategies would they consider to take top priority? Why?
   b) Would they change this battle plan? If so, how?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify one main point of the union battle plan.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area U.S. History Sight & Sound# 10.6.61.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the major battles of the Civil War.

Activities: What will be done, when, how much (time), by whom?

1. Review the three-point battle plan of the union and the two-point battle plan of the confederacy. (Sight & Sound Nos. 10.6.61.1 and 10.6.61.2)
2. Identify the major battles for both sides (define the terms first).
   a) Using a map of the United States, locate the major battles of the Civil War. Mark the battles by placing a colored pin, marker, or sticker on the site of the battle.
   b) Go through and identify which battles (fought by either side) were located right along the boundaries of the original battle plan.

TERMS TO DEFINE: union, confederacy, Appalachian Mountains, Bull Run, Fort Donelson, Fort Henry, Ulysses Grant, Shiloh, Albert Johnston, Mississippi River, Tennessee River, Ohio River, General Mclellan, Robert E. Lee, Seven Day's Battles, Gettysburg, Richmond, Vicksburg, William Sherman, "March to the Sea," Appomattox

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Given a list of Civil War battles, the student will be able to identify whether they were union or confederate victories.
2. The student will be able to identify two major battles of the Civil War.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.62

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn about the effects the Civil War had on the United States.

Activities: What will be done, when, how much (time), by whom?

Direct the student to:

1. Make a chart entitled "Effects of the Civil War on the United States."

   a) Make a column entitled "changes." In that column list - economic - social - political.
   b) Title the second column "North" and a third column "South."
   c) Proceed to describe briefly the economic changes in the North, the social changes, and the political changes.
   d) Do the same for the South.

Effects of Civil War on United States		
Changes	North	South
economic		
social		
political		

2. Imagine you are a "Free" Black (Negro) in the South. Write a paper describing your feelings and plans.

3. Imagine you are a confederate soldier* returning home from the war. Write a paper describing your feelings.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

4. Imagine you are a union soldier* returning home from the war. Write a paper describing your feelings.

* Suggested sources:

[1] The Life of Johnny Reb, Wiley, B.I., Bobbs-Merril. (confederate soldiers)

[2] The Life of Billy Yank, Wiley, B.I., Bobbs-Merrill. (union soldiers)

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History **Sight & Sound#** 10.6.63

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn that President Abraham Lincoln had a premonition about his death.

Activities: What will be done, when, how much (time), by whom?

1. It is said that President Lincoln had a premonition about his death two weeks before he was assassinated. He is reported to have commented several times that he was aware that there were people that would have him dead.

2. DISCUSS with the students:

   a) What made Lincoln feel like this?
   b) Were his presidential policies supported?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will participate in a discussion on the subject of President Lincoln's premonition of death.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area U.S. History Sight & Sound# 10.6.64

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the students with the events surrounding the assassination of President Abraham Lincoln.

Activities: What will be done, when, how much (time), by whom?

1. After reading about the plot to kill President Abraham Lincoln, instruct the students to create a skit, dramatizing the incident. (If it is only one student, then do only step 2 and 3.)

2. Have the students write a script complete with cast and setting.

   a) Students will have to research* their parts. As the teacher or instructor, provide guidance by supplying a list of essential terms.

TERMS TO DEFINE: John Wilkes Booth, Ford's Theater, Deringer, "Our American Cousin," cast, setting, script.

* Suggested sources:

Abraham Lincoln: The War Years, 4 vols., Harcourt. (a biography)

The Day Lincoln Was Shot, Harper & Row, Bantam.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe in detail (oral or written) President Abraham Lincoln's assassination.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area U.S. History Sight & Sound# 10.6.65

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to President Abraham Lincoln's Reconstruction plan.

Activities: What will be done, when, how much (time), by whom?

1. Instruct the students to write a newspaper article outlining Abraham Lincoln's Reconstruction plans.

2. Write a speech which could have been delivered by President Abraham Lincoln, on the subject of Reconstruction.

3. Provide the student with a list of these terms to include in the speeches:

   amnesty, Radical Republicans, Democrats, allegiance, Charles Sumner, Thaddeus Stevens, Wade-Davis Bill, "pocket-veto," abolition, thirteenth amendment, secede, pardon, reconstruct

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to outline the major points of President Abraham Lincoln's Reconstruction plan.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area U.S. History Sight & Sound# 10.6.66.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the Reconstruction of the South.

Activities: What will be done, when, how much (time), by whom?

1. Review the effects of the Civil War on the South.
2. Review the term "Reconstruction."
3. Make a chart with two columns, on one write the heading, "Effects of the Civil War on the South." On the other column, write the word, "Solutions."

   a) Remind the students to consider:

      1) economic chaos,
      2) social chaos,
      3) General Sherman's march to the sea and the resulting destruction.

TERMS TO DEFINE:

Scalawags, economic chaos, social chaos, carpet baggers, Freedmen's Bureau, Oliver O. Howard, Howard University, Black codes, military rute, "forty acres and a mule," "State Suicide" theory, "Conquered Provinces" theory.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify at least two effects that Reconstruction had on the South.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area U.S. History Sight & Sound# 10.6.66.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the "Conquered Provinces" theory of Reconstruction and its promoter Thaddeus Stevens.

Activities: What will be done, when, how much (time), by whom?

1. Provide the students with a copy of this quotation by Thaddeus Stevens:

   "...If the South is ever to be made a safe republic, let her lands be cultivated by the toil of the owners or the free labor of intelligent citizens. This must be done though it drive her nobility into exile. If they go, all the better."

   a) Ask the students to make several deductions or statements about Stevens' view on reconstruction based on this quotation.
   b) Help the students locate reference material on Thaddeus Stevens.*

2. Discuss Stevens' conquered provinces theory and compare his ideas on reconstruction (based on reference material) to the statements the students originally made based on his quotation.

* Suggested sources:

The United States of America: A History for Young Citizens, Brown, Helgeson, Lobdell; Silver Burdett Company; New Jersey, 1963.

United States History for High Schools, Shafer, McLemore, Augspurger; Laidlaw Brothers Publishers; Illinois, 1966.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify Thaddeus Stevens and his "Conquered Provinces" theory of Reconstruction.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area U.S. History Sight & Sound# 10.6.66.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the "State Suicide" theory of Reconstruction and its promoter Charles Sumner.

Activities: What will be done, when, how much (time), by whom?

1. Provide the students with a copy of this quotation by Charles Sumner:

   "...If all whites vote then must all blacks...without them the old enemy will reappear, and...in alliance with the Northern democracy, put us all in peril again."

   a) Instruct the students to identify:

      1) "the enemy"
      2) Northern democracy

2. Ask these questions:

   a) From this quotation, why did Sumner want to give Blacks the right to vote?
   b) Why did Sumner fear an alliance between the Northern and Southern Democrats?

3. Help the students locate reference materials on Charles Sumner's "State Suicide" theory. *

4. Outline the points to this theory. Compare it to President Lincoln's Reconstruction plan.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify Charles Sumner and his "State Suicide" theory of Reconstruction.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

* Suggested sources:

The United States of America: A History for Young Citizens, Brown, Helgeson, Lobdell; Silver Burdett Company; New Jersey, 1963.

United States History for High Schools, Shafer, McLemore, Augspurger, Laidlaw Brothers Publishers; Illinois, 1966.